REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Let's Discover More English

8th Year Basic Education

Student's Book

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Introduction

To the students of the 8th year Basic Education.

"Let's Discover More English" is the title of your English book for this year. In fact, there are two books : The *Student's Book* and the *Activity Book*.

The Student's Book has five modules and each module contains five lessons. The module map which is at the beginning of each module, highlights the topics discussed in each lesson, the skills and strategies to be developed, the grammar structures and the communicative functions to be learned, the vocabulary to be discovered as well as the project activities to be carried out. At the end of the module, there is a checklist of the targeted abilities for you to evaluate your own learning.

The Activity Book provides you with a lesson-by-lesson set of activities that help you discover and practise the targeted skills and strategies and the grammatical and lexical structures you will need to communicate efficiently. You may use your *Activity Book* to write the answers to the various activities. However, you must not write anything on your *Student's Book*. At the end of each module, there is a mock test to help you assess your own learning.

We sincerely hope that you will find the materials interesting and the learning situations challenging and motivating. We hope that your learning of English will prove to be an exciting experience.

The authors.

ICONS USED IN THIS BOOK

LET'S GET READY

LET'S DISCOVER

LET'S COMMUNICATE

PAIR WORK

GROUP WORK

PROJECT WORK

REMEMBER

CHECK YOUR PROJECT WORK

LISTENING

WRITING

READING

Did you write your diary notes?

GO TO Activity Book

TIME FOR A SONG

TAPESCRIPT

MODULE 1

Module Map

Module 1			
Lessons	**Skills and strategies**	**Grammar & functions**	**Vocabulary**
Lesson 1 **Pages 7-10** **Review and introductory lesson.** **Meet the Browns.**	**Reading :** -Understand explicitly stated information. **Writing :** -Write a few lines to introduce people in a picture.	-Yes/no questions. -Wh-questions. -Inviting : (Would you like…?) -Introducing : (This is…)	Baker, become, peaceful, quiet, go back, sell, leave.
Lesson 2 **Pages 11-13** **A letter from an English friend.**	**Reading:** -Reading for gist. Strategies : -Recognise sender and receiver. -Identify features of informal letters.	Review tenses -Discover the simple future	Make the beds, set the table, bake, still, begin, both, cheerful, expect, free, hope,regret, diary, plan, promise.
Lesson 3 **Pages 14-18** **Can she go to London ?**	**Listening/reading :** -Identify speakers. -Identify topic -Recognise discourse markers **Writing :** -Write a short argumentative text.	-Expressing ability in the future (will be able to) -Sequential adverbs -Talking about future events. Spelling : Dictation Pronunciation : Stressed syllable.	Miss,call someone, cup of tea, wait, discuss, of course, stay, don't be long! All day long, improve.
Lesson 4 **Pages 19-22** **Preparing for the trip.**	**Listening/reading :** -Identify speakers on the phone. -Work in groups. **Writing :** -Produce a telephone conversation following an example. **Strategy :** -How to fill in a gapped text. -Infer speaker's mood from tone of voice.	-Review : Telling the time. -Expressing surprise : (How + adjective) (What + noun) (What a surprise!)	Telephone box, post office, mobile phone, stamp, postman, reset a watch, travel, give a call, let someone know, book a flight.
Lesson 5 **Pages 23-29** **London wonders**	**Reading :** -Read and match text with visual. -Read and present information in a different form. **Writing :** -Write diary entries from notes. -Produce an informal letter using information from different sources and following the process writing strategy.	-Describing places -Saying dates	Build/ built, tall column, tower, river, bridge, pets, go on a walk, traffic, palace, royal, kill, jail, bored, dome, sight, century.
-Mock Test- **Checklist** **Page 30**	-Check abilities developed in the module (end of module 1, Student's Book).	Test (end of module 1, Activity Book.)	

LESSON 1 MODULE 1

Review and introductory lesson
Meet the Browns

LET'S GET READY

Step 1

PAIR WORK

Look at the photo and think of 2 things you want to know about the people in it.

Step 2

Write one Yes /No question and one Wh- question to ask for the information you wanted to get.

You should ask your questions correctly.

WH- Questions				
	Yes / No questions			
What (thing) Where (place) When (time) Why (reason) How (manner) Who (person)	is / are has / have does / do did would / must/ can	noun /pronoun	verb verb + ing adjective adverb	?

Step 3

Write your questions in your activity book first then rewrite them on the board.

Examples :

Where do you come from ?

Are you Tunisian ?

LET'S DISCOVER

GO TO Activity Book

Activity 3

Step 1

- Read the text and find out how many of your questions were answered.

Meet The Browns

(1) Mr and Mrs Brown are English. They've got two children : Christopher 14, and Christine 10.

(2) Mr Brown is a baker and Mrs Brown is a shopkeeper. She sells bread and cakes in her shop.

(3) The Browns are in Jerba now. Year after year, they come to Jerba to spend their holidays. They like it because it is quiet and peaceful.

(4) One day, they met the Najjars on the beach. The Najjars invited them for dinner. That was how they became friends.

(5) The Browns are getting ready to leave now. Their holidays are almost over. They must go back to London.

Step 2 Answer the comprehension questions in your Activity Book.

Step 3 What did Mr Najjar say to invite the Browns for dinner ? Write the answer in your Activity Book.

REMEMBER

Would you like + noun ?

Use

to invite someone to have something or do something

-Yes, please,
(you accept the invitation)

-No, thank you.
(you refuse the invitation)

Would you like + to + verb ?

Examples :

Would you like a cup of tea ?

Would you like to come with me ?

Step 4

Mime the following activities

- Swim
- Listen
- Write
- Take a photo
- Speak on the phone
- Walk

LET'S COMMUNICATE

1. Choose a photo of a family or friends you know then stick it in the space provided in your Activity Book.
2. Write a few lines to introduce the people who appear in the photo.

GO TO Activity Book → Activity 6a+b+c

LESSON 2 MODULE 1

A letter from an English friend

LET'S GET READY

Answer the following questions

- Did you enjoy your holidays ?
- Did you meet new friends ?
- Did you help your Mum and Dad ?
- Did you do anything special ?

LET'S DISCOVER

GO TO Activity Book Activity 1

Step 1 Reading Comprehension

a/ You have 10 seconds to find out :

1. The name of the person who wrote the letter.
2. The name of the person who received the letter.

The name of the person who **writes** the letter is at the **bottom**
The name of the person who **receives** the letter is at the **beginning**.

4, Dunbarten Terrace
London
August 15, 2006

Dear Imene,
Hi ! How are you ?

My family and I are back in London now. We really enjoyed the time we spent in Jerba. The island was very peaceful and quiet and the people very friendly and helpful. We all want to thank you for the good time we spent with you and your family.

Mum and Dad went back to work this morning but Christine and I are still on holidays. School usually begins in September. So, we still have a couple of weeks to relax. Dad got up early today to work in the bakery and Mum went down to the shop to sell fresh bread and cakes. Dad's bakery is next to Mum's shop. When I finish writing this letter, I'll go to the kitchen and wash the dishes. Christine is making the beds now and then she'll go downstairs and help Mum. In the afternoon, we'll be free to do what we want.

When we were in Jerba, you said that you wanted to visit London some time. Last night, I said to Mum and Dad «Why don't we invite Imene to spend a few days with us ? ». «Good idea », they said. Can you come soon ? Please try to come. We'll be very happy to see you again and I promise you won't regret it.

I hope you'll accept our invitation. I expect to hear from you soon.

Your Friend,
Chris

GO TO Activity Book Activity 4

Step 2 Formal and informal letters

REMEMBER

- A letter you write to a friend or a member of your family is called an **informal letter**.
- An official letter is a **formal letter**.

These two types are different in their format (layout) and in the kind of language (register) the writers use in them.

Step 3

The simple future tense.

To talk about future events, we use :
Will ('ll) + verb (without to)

Affirmative form	Subject + will ('ll) +verb (without to)
Negative form	Subject + will not (won't) + verb (without to)
Interrogative form	Will + subject + verb (without to) ? Wh / word + will + subject + verb (without to) ?

Examples :

a/ - Will you go to school tomorrow ?
- Yes, I will.
- No, I won't.

b/ - When will you go to the dentist ?
- Tomorrow at 11 a.m.

In lesson 5, you will write an informal letter. Remember the characteristics of this letter.

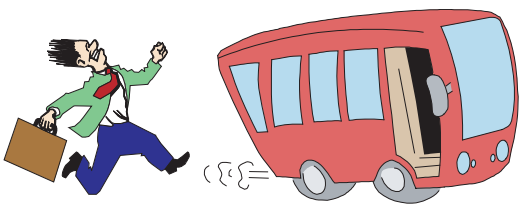
Can she go to London ?

LET'S GET READY

Look at the pictures and the captions, then complete the statements in your Activity Book.

Hello John. How are you ?

Come and have a cup of tea.



Oh dear ! I missed it again !

I can't buy it. It's too expensive !

GO TO Activity Book → Activity 2

LET'S DISCOVER

Step 1 Listening Comprehension.

When you are listening to a conversation, it is important to identify the speakers. So, you need to find the words that can help you identify them (names, relationships …)

LISTENING

Listening comprehension

GO TO Activity Book → Activity 3 a+b

Step 2 Listening / reading comprehension

Read the conversation while listening to the recording and find out :

- the number of speakers.
- who the speakers are.
- what they are talking about.

LISTENING

Listening / reading comprehension

(In the evening)

Imene : Dad, can I go to London ? The Browns are inviting me.
Mr Najjar : That's interesting. Why do you want to go to London ?
Imene : First, I'll be able to speak English all day long. So my English will improve. Second, London is a beautiful city. Chris promised to take me to many interesting places. Finally, I'll be able to stay with the Browns. So, it won't be expensive.
Mr Najjar : I see. What does your Mum think ?
Mrs Najjar : I think Imene should go. She can learn many things from the experience.
Mr Najjar : What about you Hazem ? What do you have to say ?
Hazem : If she goes, I go.
Mr Najjar : (laughing) Sorry Hazem. We don't have the money for the two of you. You can go next summer.
Hazem : Promise ?
Mr Najjar : Promise.
Imene : Dad, can I call Chris and tell him I'm coming ?
Mr Najjar : Of course! But don't be long !

Abilty in the future

To express ability in the future, we use : Will be able to + verb

Example: Hazem will ('ll) be able to visit London next year.

GO TO Activity Book → Activity 4 c

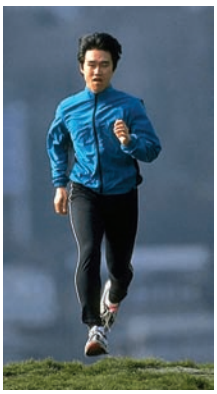
Step 3

a- What are the words that Imene used to indicate the order (sequence) of her reasons ?

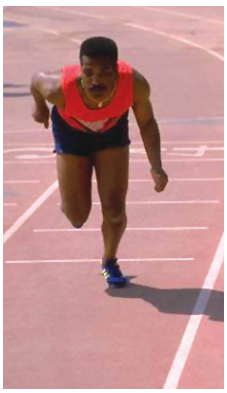
REMEMBER

Sequential adverbs
First, Second, third, finally...

The first



The second



The third

The fourth

Cardinal		Ordinal	
1	One	1st	first
2	Two	2nd	second
3	Three	3rd	third
4	Four	4th	fourth
5	Five	5th	fifth
6	Six	6th	sixth
7	Seven	7th	seventh
8	Eight	8th	eighth
9	Nine	9th	ninth
10	Ten	10th	Tenth

GO TO Activity Book

Activity 4 a

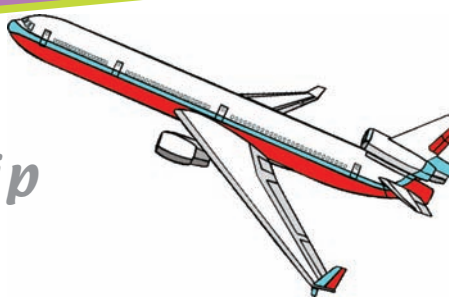
LET'S COMMUNICATE

In your Activity Book :

- Write a few lines to say why Imene should or shouldn't go to London.
- Use one of the following sets of arguments and the sequential adverbs you saw earlier (first, second, finally).

I think Imene should go to London	I don't think Imene should go to London
- meet new friends - buy presents - enjoy herself	- too expensive - passport not ready - the Browns are busy

LESSON 4 MODULE 1



Preparing for the trip

LET'S GET READY

Answer the following questions.

a- Do you often write letters ?

b- Do you prefer to call people on the phone ?

c- Which is faster, a letter or an e-mail ?

d- Which is easier, a telephone call or a letter ?

LET'S DISCOVER

LISTENING

Step 1 Listening / reading comprehension.

Read the script of the conversation while listening to the recording and find out who answered the phone.

If the desired person answers, he/she says "Speaking"

In a telephone conversation : use " Who is it ? " to know who is calling.

...and " Can I speak to (name), please ?"
Or
"May I speak to (name), please?" when you want to speak to a particular person.

GO TO Activity Book

Activity 3 a

A Telephone Call

- Hello. Who is it ?
- Hello. Can I speak to Chris, please ?
- Speaking.
- Oh! Hi Chris. It's me, Imene .
- Hi Imene. How are you ?
- Fine, thanks. Guess what.
- What ?
- Mum and Dad said I could go to London .
- Great! Wonderful ! When are you coming ?
- I'll let you know when I book my flight.
- How exciting ! Say hello to your family.
- You too. Bye.
- Bye.

Step 2

Expressing surprise

To express surprise, use :		
Adjectives	**How + adjective**	
Great ! Wonderful !	How exciting ! How nice ! How sad !	What a surprise !

REMEMBER

It's important to notice the special tone when expressing a surprise.

To complete a gapped text, follow these steps :

- Read the whole text first without filling in the blanks
- Re-read the text and fill in the 'easy' blanks
- To decide what goes in other 'difficult' blanks, look at the structure and decide whether you need a noun, a verb, a preposition, an adverb or an adjective.
- Go back to the list and select the word that fits in the blank.

GO TO Activity Book

Activity 3 b+c

Activity 4

Step 3

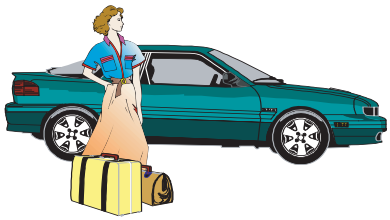
GROUP WORK

1. Look at the things Imene must do before going to London, then, in groups, decide <u>in what order</u> she must do them.

2. Write a paragraph to indicate the order of Imene's activities. Start like this :
   First, Imene must……

Pack her suitcase

Book her flight



leave for the airport

Go to the bank

Call Chris

Buy a new dress

REMEMBER

Use sequential adverbs : First, second, third, ... finally

GO TO Activity Book

Activity 5 + 6

LET'S COMMUNICATE

Use the reading / listening text as a model and write the telephone conversation Imene had with Chris.

She told him :

- she would fly to London on Sunday, August 21,
- she would arrive at Heathrow airport at 7.00 pm.

LESSON 5 MODULE 1

London wonders

LET'S GET READY

Step 1 Match the pictures with the descriptions.

a. The traffic is very busy in the town centre.

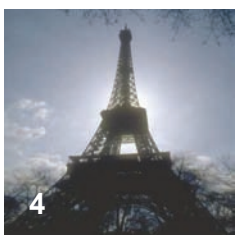
b. This palace was built in the 20th century. It is very recent.

c. The pyramids were built 3000 years B.C. They are very old.

d. The dome of the mosque is very big.

e. The Eiffel Tower is very famous.

f. These are very tall buildings.



Step 2 a- Say the following dates.

1881 - - 1915 - - 1919 - - 1990 - - 2000 - - 2007 - - 3000 B.C.

PAIR WORK

b- Dictation: Say the dates, your partner will write them in his / her Activity Book.

a- 1235 b- 1512 c- 1120 d- 1717 e- 2025 f- 2006 g- 1909

LET'S DISCOVER

GO TO Activity Book

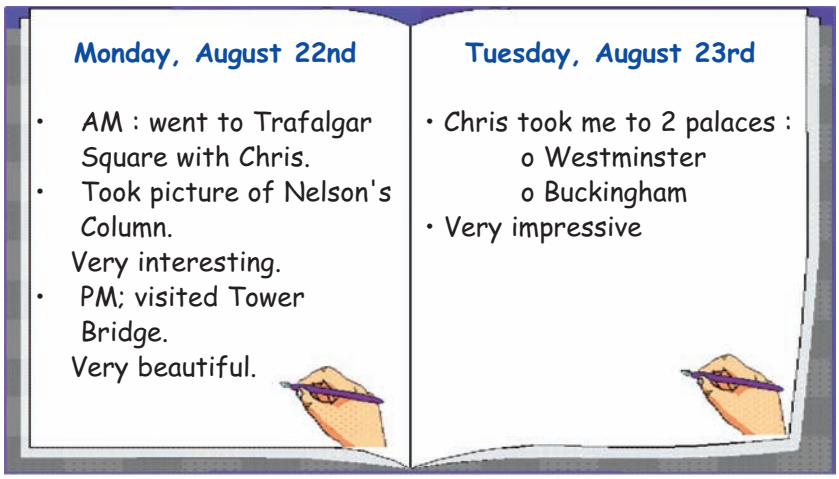
Activity 1 a

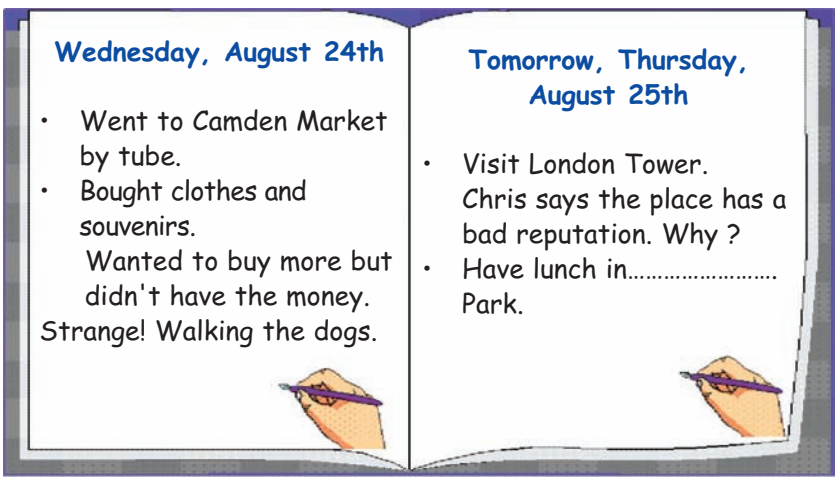
Step1

When in London, Imene kept a diary. She wrote daily notes :

- on what she did.
- on her impressions of the places she visited.

a- Read Imene's notes and fill in the table in your Activity Book.



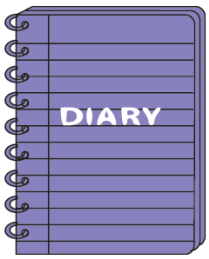


GO TO Activity Book

Activity 2

b- Answer the following questions.

1. Did Imene write full sentences in her notes ?
2. Did she write long notes ?
3. Did she talk about everything she did ?
4. Did she write notes to a particular person to read ?



REMEMBER

Diary notes...

contain incomplete sentences (no subjects).

are personal notes.

are not meant to be read by other people.

focus on important events.

are usually brief.

Step 2 Sights and scenes

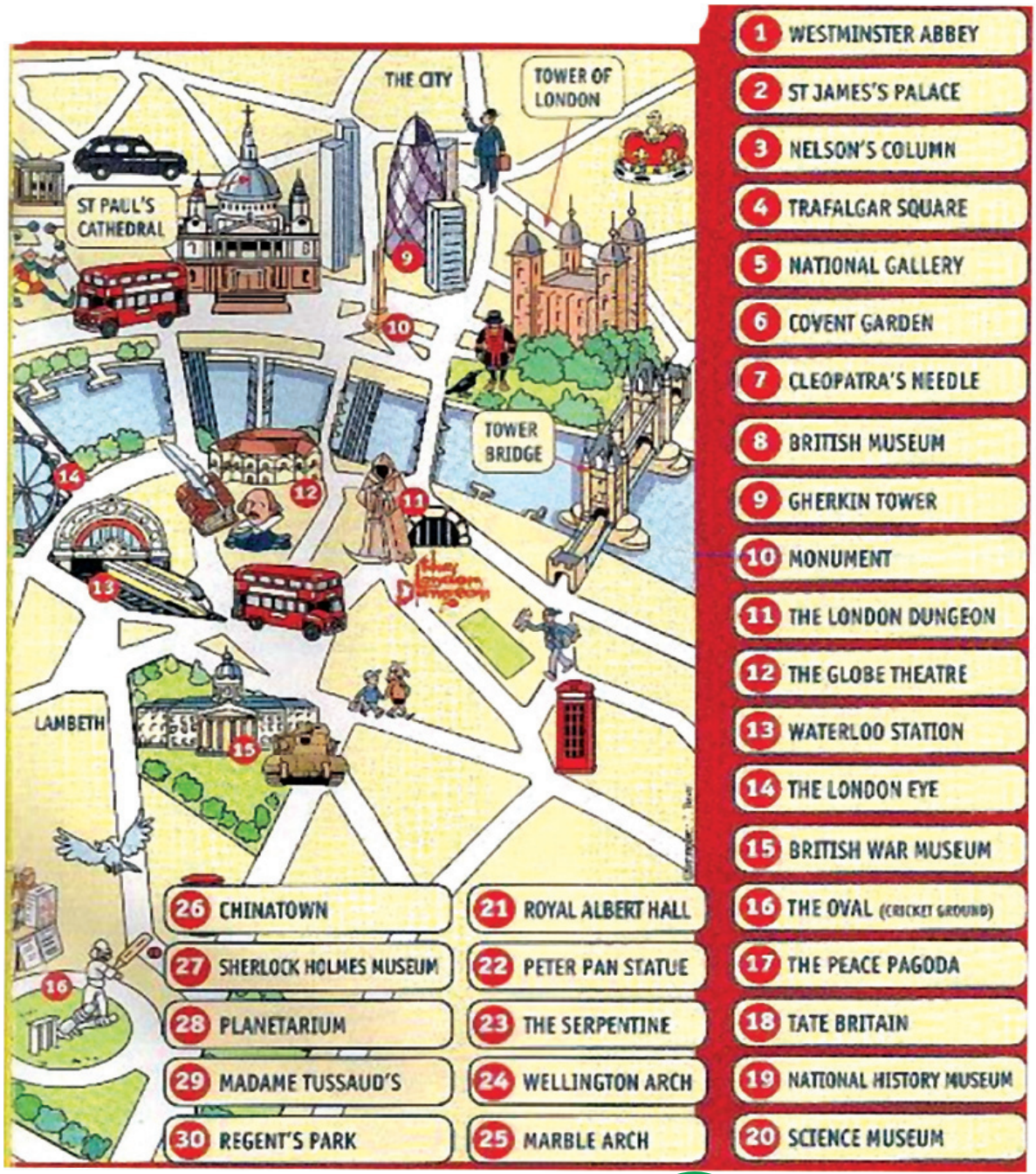
READING

Imene took pictures of all the sights she visited. On the back of each picture, she wrote about those sights.

a- Read what Imene wrote and identify the places she visited on the map.

b- Point to the following items on the map :

Royal guards / horse guards / paper boy / River Thames/telephone box / taxi cab / double-decker / The London Eye.



GO TO Activity Book
Activity 5

c. Match the pictures with the descriptions.

1- In the middle of Trafalgar Square, there's a tall column. It has 4 bronze lions around it and the statue of Lord Nelson on top of it.

2- In the middle of London runs the River Thames. Across the river, there are many bridges. The most recent one is called Tower Bridge. It was open to traffic in 1894.

3- English people love pets. They take good care of them. They even take them on walks when they get bored!

4- London has many markets. The most popular one is Camden Market. You can find almost anything there.

5- Westminster is one of the royal palaces in London. Built in 1097, it was rebuilt in the middle of the 19th century. This palace has a tower on each side, Victoria Tower and Clock Tower. Big Ben, the famous clock, is in the Clock Tower.

6- Buckingham Palace is the most recent royal palace in London. It was built in 1837.

a

b

c

d

e

f

GO TO Activity Book

Activity 3

LET'S COMMUNICATE

– Imene wrote her family a letter. She told them :

- what she did
- where she went during the first three days in London.
- what she intended to do on Thursday.

WRITING

Write Imene's letter using the information

- in her diary notes.
- what she wrote about the sights.

REMEMBER

Remember what you learned about informal letters in Lesson 2.

PROJECT WORK

Starting from today, you will

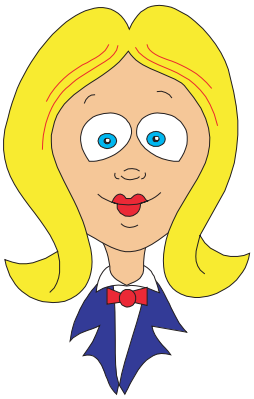
- try to keep a personal diary.
- write daily entries.
- mention the most important event(s) of the day and how you felt about it (them).

The lighter side

"Mom is short for Mother because it wouldn't sound right to call her Moth."

A : Why are all those people running ?
B : They are running a race to get a cup.
A : Who will get the cup ?
B : The person who wins.
A : Then why are all the others running ?

Jokes



Did you enjoy your first day at school, sweetie ?

First day ? Do you mean I have to go back tommorrow, mum ?

A teenage girl had been talking on the phone for about half an hour, and then she hung up. "Wow !," said her father, "That was short. You usually talk for two hours. What happened ?" "Wrong number," replied the girl.

Check your learning.
A checklist of the abilities developed in Module 1

I can…

- ☐ Read and understand explicitly stated information.
- ☐ Read and identify the topic of the text.
- ☐ Read and identify discourse markers and their communicative functions (sequential adverbs).
- ☐ Read and match texts with visuals.
- ☐ Listen to a conversation and infer the speaker's mood from his/her tone of voice.
- ☐ Introduce a friend.
- ☐ Talk about future events and abilities (using « will » and « will be able to »).
- ☐ Express surprise.
- ☐ Write and enact a telephone conversation.
- ☐ Invite someone to do something.
- ☐ Accept/ refuse an invitation.
- ☐ Write a short text to introduce people who appear in a photo.
- ☐ Write a short argumentative text.
- ☐ Write diary notes.
- ☐ Produce an informal letter following the process writing strategy.
- ☐ Fill in a gapped text following the proper strategy.
- ☐ Work with a partner to practise language structures.
- ☐ Work with a group to perform an activity.

MODULE 2

Module Map

Module 2			
Lessons	**Skills and strategies**	**Grammar & functions**	**Vocabulary**
Lesson 1 **Pages 35-39** **Review and introductory lesson.** **English secondary schools (1)**	**Strategy:** -Identify strategies used in collecting information. **Reading :** -infer meaning of words from context. **Writing:** **-**Write about one's weekend plans	-Discover the future with «going to» -Talk about one's future plans	Take the bus, take pictures, show someone round a place, dining hall, library, assembly hall, main entrance, staff room, hit the ball, take off, fall
Lesson 2 **Pages 40-43** **English secondary schools (2)**	**Reading /writing :** -Complete a gapped text using information presented in a table. -Complete conversation using information presented in a report. -Complete a report with information presented in a conversation. -Write reports on one's school following studied models. **Strategy :** -identify the strategy used to collect information.	-Tell the time -Talk about age. -Enquire and talk about the time an activity takes. (How long.?)	State schools, private schools, nursery schools, to be over, attend, meeting, event, break, start, compulsory, hymn, uniform
Lesson 3 **Pages 44-47** **English secondary schools (3)**	-Identify the strategy used in collecting information. **Reading :** -Read a text and complete the paraphrased form of the text. -Fill in one's weekly schedule.	**-Pronunciation :** -The stressed syllable of words ending in _tion. -The stressed syllable of words ending in _al.	Choose, optional, extra-curricular activities, organise, drama, perform a play, orchestra, hockey, competition, high jump, long jump, have a reputation, fast food, snacks, packed lunch, surf the net.
Lesson 4 **Pages 48-51** **Do you like school ?**	-Identify the strategy used to collect information. Group work strategies. **Reading :** -Scan a text for details. **Speaking :** -Expres personal views about school. **Writing.** -Reinvest information and language studied in writing an e-mail.	-Express likes and dislikes.(like, love, enjoy, hate, favourite, prefer). -Expres personal views on issues (find something + adjective).	Fun, feel, cool, tired, tiring, boring, plenty of, post, alright, whole, all kinds of,
Lesson 5 **Pages 52-58** **To be pushy or not to be pushy, that's the question.**	**Listening :** -Infer the meaning of new words from context. -Listen to and identify the speakers' attitudes. **Writing :** -Write a paragraph about parents' role in their children's education. **Strategy :** -Listening strategy.	-Should: (Expres moral obligation / doing what is right).	Work hard, pushy, show interest in something, learning problems, satisfy, care about, decide, decision, do well
-Mock Test-Checklist	-Check abilities developed in the module (end of module 2, Student's Book).	Mock Test (end of Module 2, Activity Book)	

LESSON 1 MODULE 2

Did you write your diary notes?

Review and introductory Lesson

English secondary schools (1)

LET'S GET READY

Step 1 -Answer the following questions

- Do you walk to school everyday ?
- When does school start ?
- Do you have lunch at school ?
- What is your favourite subject ?
- Who is your favourite teacher ?
- Who is your favourite classmate ?
- Do you like school ?

Step 2 -Read the following introduction to the module and ask your teacher questions about what you don't understand.

During her visit to London, Imene became interested in English secondary schools. She decided to collect information about them and share it with her Tunisian friends.

While studying the lessons of this module, you will discover **what** Imene was able to find out about English secondary schools and **how** she did that.

To know the meaning of a word from context : -find clues to know if the word is a noun, adjective, verb...

-read the sentences before and after it.
-focus on the general context of the text.

PROJECT WORK

Follow the strategies Imene used to collect the information and, in groups of four, prepare a file about YOUR own school.

LET'S DISCOVER

READING

Reading Comprehension.

Step 3

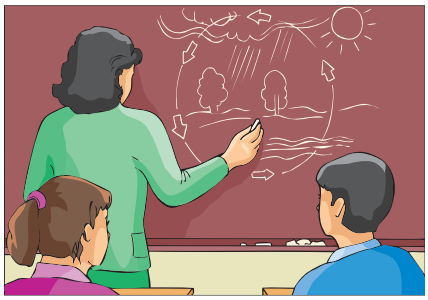
The first thing Imene did was visit a secondary school in London. She took pictures of parts of the school and wrote the following report :

Today is Friday, September 2nd. I am going to leave London next Tuesday. Yesterday, I asked the headmaster of Walcott Secondary School for permission to visit the school and take pictures of the different parts. 'You're welcome anytime', he said.

So, in the morning, Chris and I took the bus and went there. The deputy head teacher welcomed us and showed us round the school. I hope that the following photos will give you an idea of what we saw during our visit.

Dining hall

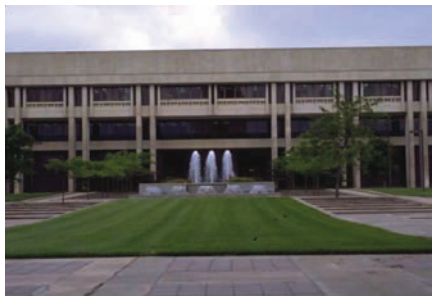
School library



Classroom

Administration section

Courtyard with garden



Assembly hall

Main entrance

Gym and playground

Staff room

Language Study

1. Look at the following statement:

'I am going to leave London next Tuesday' .

Does it mean that…

- Imene left London ?
- Imene is leaving London now ?
- Imene intends to leave London next Tuesday ?

Now, write the rule :

Be (in the simple present tense) + going to + verb =……

2. Look at the pictures and captions then write similar sentences.

Hit the ball

Buy a new dress

Travel

Take off

Fall down

Prepare a cake

GO TO Activity Book

Activity 4 + 5

LET'S COMMUNICATE

In this project work there are 4 stages.

PROJECT WORK

STAGE 1

1. Take pictures of the different areas of your school

2. Explain what they are used for.

Did you write your diary notes?

English secondary schools(2)

LET'S GET READY

Step 1 Look at the following pictures and read the captions.

Time to get up

Time for breakfast

Time to take the bus

Time to attend the first lesson

Time for the break

Time for lunch

GO TO Activity Book → Activity 1

LET'S DISCOVER

Step 1 Listening / Reading Comprehension (part1)

LISTENING

After seeing the school, Imene had a conversation with the deputy head teacher. It went like this :

- **Imene :** How old are the pupils who go to secondary schools ?
- **Deputy head teacher :** Children from the age of 11 to the age of 18.
- **Imene :** Do they all go to state schools ?
- **Deputy head teacher :** More than 90% of them go to state schools.
- **Imene :** Where do the others go ?
- **Deputy head teacher :** To private schools, of course.
- **Imene :** Do parents have to pay for their children's education ?
- **Deputy head teacher :** State schools are free, but private schools are very expensive.
- **Imene :** Can pupils wear what they want to school ?
- **Deputy head teacher :** Of course not ! School uniform is compulsory in most schools.

GO TO Activity Book

Activity 2 a+b+c

Step 2 Listening / Reading Comprehension (part 2)

This is the report Imene wrote after having the second part of the conversation with the deputy head teacher.

Read it carefully, then complete the script of the conversation.

Report 2

In English schools, the week goes from 9 a.m to 4p.m, Monday to Friday. There is no school on Saturday. There is a break in he morning and at lunch time.

In some schools, the pupils do not go straight to their classrooms at 9a.m. They must attend an assembly first. During the assembly, the headmaster talks about important events in the school (exams, competitions etc) and the students sing hymns.

GO TO Activity Book

Activity 3 a+b+c

Step 3 Language Study

- ' How long…' is used to ask about the time an activity takes.

Examples :

Question : How long is the meeting ?
Answer : Two hours.
Question : How long is the next train going to be ? (When will the train arrive ?)
Answer : Fifteen minutes.

☺ J☺keJ☺keJ☺keJ☺ke ☺

Question : How long is the next bus going to be ?
Answer : The same. 12 meters.

LET'S COMMUNICATE

Now, it's your turn to write about school...

STAGE 2

PROJECT WORK

- Use the two reports Imene wrote as models and write similar ones about your school.
- Talk about the same issues (age of students / school uniform / weekly and daily timetables / breaks etc.).
- Insert your report in your file.

LESSON 3 MODULE 2

Did you write your diary notes?

English secondary schools(3)

LET'S GET READY

Step 1

- Where can you find information ?

1. Match captions with pictures
2. Make a sentence, start like this :
   'You can find information by ……..'

a-listening to the radio

b-reading magazines

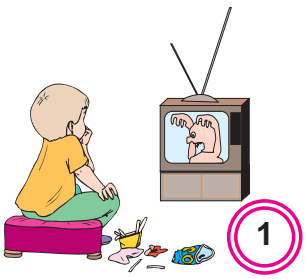
c-talking to people

d-surfing the net

e-reading books

f-visiting places

g-watching TV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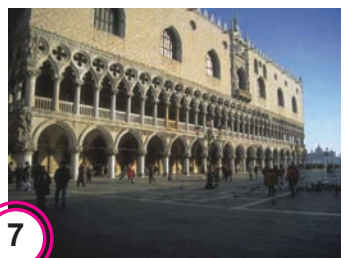
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Step 2

a- What did Imene do to find information ?
b- Guess what her next strategy is going to be.
c- Listen to the following conversation and find out.

Step 3

Listening Comprehension

Identify what Imene did by looking at the ways mentioned above.

GO TO Activity Book → Activity 4

LET'S DISCOVER

Reading Comprehension

GROUP WORK

Step 1

Imene selected the four following texts.

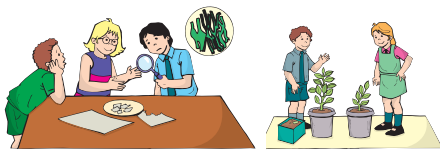
- Read the text your teacher assigns to your group.
- Complete the paraphrased form of the text in your Activity Book.
- Present it to the rest of the class.

GO TO Activity Book → Activity 5 + 6 (a+b)

School subjects 1

In English schools, Math, English, Science and physical education are compulsory subjects. This means that all the students must study them. Besides, each student must choose a number of optional subjects (history, geography, arts etc.)

Extra-curricular Activities 2



There is a strong tradition of extra-curricular activities in English schools, Teachers stay after school to help organise sports, drama, music and other activities.
English students often perform the plays they study to the rest of the school, Music is also important. Many schools have their own orchestra.

Sports and Sports Day 3

Games are usually compulsory in English schools. There are often matches between different schools or different classes. Popular sports are football, rugby, basketball, hockey and tennis.
On sports day, parents come to watch their children in different competitions : the high jump, the long jump, etc.

Lunch in or outside School 4

Schools in England have a reputation for serving chips and boiled vegetables. Today, in many schools fast food and snacks are replacing traditional school dinners. Schools have a dining hall. Many teenagers prefer to bring a cold lunch or "packed lunch".
During the lunch break, they eat their lunch in the dining hall or outside when the weather is fine.

Step 2 Language Study.

a- Find the stressed syllable in the following words.

reputation / presentation / competition / information.

- Notice that words *ending in __tion* have the main stress on the *last but one syllable.*
- Do you know other words that end in *__tion* ? What are they ? Practise saying them.

b- What is the stressed syllable in the following words ?

musical optional physical

It is the third syllable from the end.
Find other words ending in __al and practise them.

Now, it's time to collect information.

STAGE 3

- Surf the net and access the portal for education in Tunisia.

  www.edunet.tn

- Select what you consider important about the system of education.
- Keep it in your file.

LESSON 4 MODULE 2

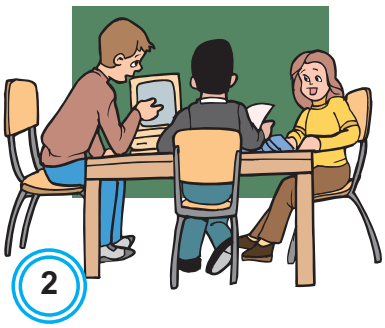
Do you like school ?

Did you write your diary notes?

LET'S GET READY

Step 1 Match the pictures with the captions.

1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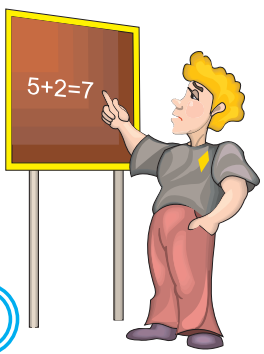


9

a. Working with my classmates's a lot fun.

b. English's my favourite subject. I enjoy it.

c. I hate Maths! It's too difficult. It makes me feel stupid !

d. I love school. My teachers are cool.

e. This is not fair! I have the right to play with my friends, don't I ? I'm always busy doing homework ? !

f. I like playing games with my friends.

g. My teachers are very strict. I hate school.

h. The school is boring ! The lessons are boring ! My classmates are boring !

i. Time to go home. It was a long day. I'm very tired.

Pupils have different views of school: Some enjoy it. Others hate it. What is your personal view of school ?

At the end of this lesson you should be able to express how you feel about school.

Step 1

Imene wanted to see how pupils around the world feel about school. Chris had an idea : 'Why don't we take part in a discussion forum ? We'll get plenty of answers from everywhere'.

And so they did. The question they posted was : «Do you like school ?»

Here are some of the e-mails they received, read them.

Reading Comprehension.

I hate school

Hi Imene !
I think school is boring and tiring. I go to school because my friends are there. I hate work. But some lessons are alright. I love sport because my teacher is very nice.

John, age 14, England

1

I like school

Hello Imene. I love school !
I know it's not fun to wake up at 7 am every day and work the whole day, but it is very important for our future. My favourite subjects at school are English and Maths.

Mario, age 15, Italy

3

Yes and no !

Yes, because I want to learn so that I can have a good job in the future. I also like sports.
No, because school's boring and tiring (sometimes) !

Thibault, age 13, France

2

I like to learn at school

Hello Imene. I live in Greece, so we finish school at 3 o'clock on Tuesday and Thursday, and at 2.30 pm on other days. I don't know when you finish school in your country, but I find it sometimes very tiring.
Generally I like school because I talk with my friends, although I don't have many. Also it's interesting. We learn all kinds of things to help us find a job in the future. At our school we play basketball, volleyball and football but I am not good at these sports. I prefer ballet.

4

Elli, age 13 , Greece

GO TO Activity Book

Activity 1 + 2 + 3

LET'S COMMUNICATE

Step 1 Speaking

GROUP WORK

Do you like school ?

- Take few minutes to think, then in groups of four share your views about school with the members of the group.
- Choose a time keeper. Each member of the group has 3 minutes to speak.
- When a member is speaking, he/she should not be interrupted. The other members should listen carefully to him/ her.

To express your views, you can see the captions at the beginning of the lesson as well as the e-mails posted to Imene.

STAGE 4

Step 2

WRITING

Write an e-mail to Imene. Tell her how you feel about school.

PROJECT WORK

- **Rewrite your e-mail**
- **Collect the e-mails of the 4 members and keep them in your file.**

LESSON 5 MODULE 2

Did you write your diary notes?

Parents and education

To be pushy or not to be pushy, that is the question

LET'S GET READY

- Look at the pictures and the captions, then answer the questions :

1. Are the children happy ?
2. Which parents are pushy ?

My parents are not interested in my education, and they get angry when I don't succeed.

My parents are always telling me to work hard. Why don't they leave me alone ?

3. What should YOUR parents do to help you in your studies ?

LET'S DISCOVER

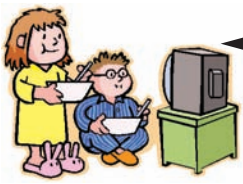
Step 1 Look at the following statements and try to guess the meaning of « should »

«You should work hard to succeed.»

«You shouldn't leave your homework for the last minute.»

«You should do your homework.»

«You should participate in class activities.»



«You shouldn't sit close to the TV set.»

«You should rely on yourself.»

Should + Verb (without to)

moral obligation (what you are expected to do / what is good for you.)

- Affirmative form : Should +Verb (without to)
- Negative form : Should not (shouldn't) +verb (without to)
- Interrogative form : Should + subject / pronoun + verb (without to) ?

Step 2 Listen to what Mary and John say and answer the questions.

Read the questions so that you know what to listen for...

GO TO Activity Book

Activity 1+2 (a+b)

LET'S COMMUNICATE

STAGE 5

- Use the statements you ticked in Activity 2 –b in your Activity Book and the corresponding justification to write a paragraph in your school magazine.
- The title of your paragraph should be :
  « To be pushy or not to be pushy, that's the question. »

STAGE 6

- Use the following evaluation grid to check if your file is well-done.
- Go over the list of criteria with your teacher.

STAGE 1

- We drew a clear plan of our school.
- We took pictures of the different parts of the school.
- We wrote a sentence or two under each picture to explain what it represents.

STAGE 2

- We wrote 2 reports and we talked about :
  - state schools and private schools.
  - the age of students in our school.
  - school uniform.
  - our weekly schedule.
  - daily schedule.
  - breaks.

STAGE 3

- We accessed the edunet portal and selected important information about the Tunisian system of education.

STAGE 4

- We wrote 4 e-mails to Imene. We told her what we thought of school.

STAGE 5

- We wrote a paragraph about the role of parents in their children's education.

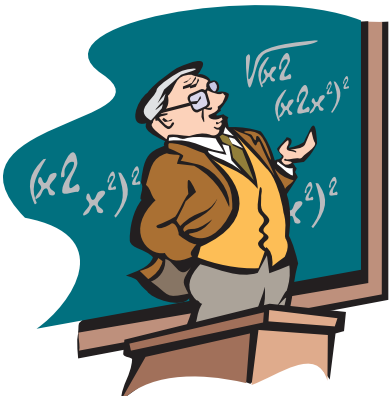
STAGE 6

- We checked our work to make sure it included all the documents.

Now we are READY

to present our project work to our classmates

The lighter side

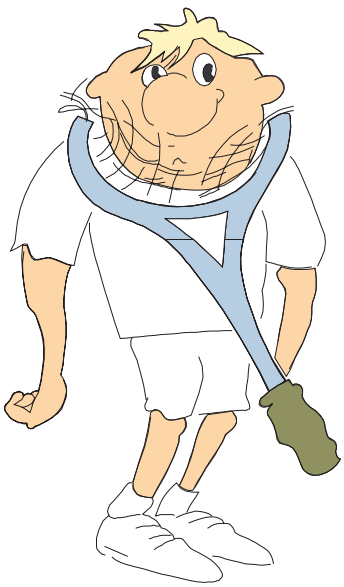


Pupil : "Would you punish me for something I didn`t do ?"
Teacher :" Of course not."
Pupil : "Good, because I haven`t done my homework."

Nice memories

– You remember when I slapped you on the face and cut your hair.
– Those nice days... I remember also when I scratched your face with my long nails. You were bleeding...

Jokes



When you take up a sport, you have to keep it in your head all the time.

Son : Dad, what is an idiot ?
Dad : An idiot is a person who tries to explain his ideas in such a strange and long way that another person who is listening to him can't understand him. Do you understand me ?
Son : No.

Check your learning.
A checklist of the abilities developed in Module 2

Tick the proper statement.

I can…

- ☐ Read and infer the meaning of new words from context.
- ☐ Use the information presented in a table to complete a gapped text.
- ☐ Read a text and complete a paraphrased form of this text.
- ☐ Scan a text for details.
- ☐ Express personal views about school both orally and in writing.
- ☐ Write an e-mail.
- ☐ Listen to a conversation and identify the speakers' attitudes about an issue.
- ☐ Write about my weekend plans (using « going to »).
- ☐ Fill in my weekly schedule.
- ☐ Write a paragraph about parents' role in their children's education.
- ☐ Identify strategies used in collecting information and use them.
- ☐ Work with a group to prepare a file about our school.

Check your group work skills. Tick the proper column.

	Statements	Yes	No
1	I like working in a group.		
2	I listen well to others.		
3	I always do my part of the work.		
4	I help my group mates.		
5	I do not talk all the time.		
6	I encourage my group mates.		
7	I ask my group mates for help when I need it		
8	I am proud of our file.		

What will you do to improve your group work skills ?

MODULE 3

Module Map

Module 3			
Lessons	**Skills and strategies**	**Grammar & functions**	**Vocabulary**
Lesson 1 **Pages 61-64** **Preparing for the party.**	**Listening :** -Listen and identify speakers. -Listen for details. **Writing :** -Write an invitation card. -Write a shopping list -Write and enact a telephone conversation. **Strategy :** -Importance of identifying speakers in listening input.	-Asking for someone's opinion. -Expressing one's opinion. -Arranging to meet someone. (Can we meet.? Can I see you…? Can you come ?)	Special, give a party, evening, guest, join, forget, bring.
Lesson 2 **Pages 65-70** **The party is on.**	**Strategy :** Try to view what is happening and feel the atmosphere while reading a text or listening to a conversation. Reading:-Read and predict what will happen next.	Inviting someone to do something. (would you like to + verb). Review Asking for the meaning of a word/ an expression.	Refreshments, set a table, sit on the sofa, chat, against the wall, fill, empty, turn down the music, loud, shy, concentrate, take up classes, choreography, put on a show.
Lesson 3 **Pages 71-76** **Having dinner with the Smiths**	**Reading :** -read and predict what will happen next. -Show understanding of written input through non-verbal reponse (mime). **Writing :** -Write the ending of a story.	Expressing doubt: (perhaps / maybe). Giving instructions (Review) Prepositions (Review)	Plates, knives, forks, spoons, napkins, dressing, table cloth, clear the table, lay the table, a bit, to rest, to start out, bear, frightened, nervous, fall, climb on top of, breathe, sniff, dead, go away, munch, stretch out, dip, upside down, choice.
Lesson 4 **Pages 77-81** **Sporting activities.**	**Listening :** - listening strategy : read the questions very well before listening to material. **Speaking & Writing :** -Ability to write then give a presentation about the benefits of sporting activities.	Verb + ing = subject / object Comparative + Comparative = gradual change Expressing agreement and diagreement	Sporting activities, regularly, enough, to drive s.o. home / to school, fizzy drink, a mile, practise sport, enjoyment, a sense of, sound, mind / body, to matter, forget.
Lesson 5 **Pages 82-89** **What do you do in your spare time?**	**Reading :** -Read and present information in a different format (table). -Read and relate information to visuals. **Writing :** Write a paragraph about what you actually do in your spare time.	-The past progressive tense. -Spend time+v+ing - Spend time + with someone.	Get on someone's nerves, good fun, good laugh, lots of, nearby, bench, lawn, tall, hang around, lick, bask, enough, freezing cold.
Mock test Self-evaluation	-Check abilities developed in the module (end of module 3, Student's Book).	Mock Test (end of module 3, Activity Book).	

LESSON 1 MODULE 3

Did you write your diary notes?

Review and introductory lesson

Entertainment

LET'S GET READY

Step 1 Arranging to meet someone.

Read the questions under the pictures and complete with the correct reply.

«-Yes, of course. I'm free next Sunday.»

« -Sorry. I'll leave England tomorrow.»

« -Sorry. I'm busy all week.»

« -Yes, why not. Tomorrow afternoon is fine.»

«-Can we meet tomorrow afternoon ?»

« -Can I see you next week ? »

« -Can you come next Sunday ? »

« -Can I see you soon ? »

Step 2 Asking for someone's opinion. Expressing one's opinion.

-Read the question and complete with the correct reply.

« -I'm not sure...She may not be able to come because of the bad weather.»

« -Yes, I do. She'll like it very much.»

« -Do you think she'll come ? »

« Do you think she'll like the camera ? »

LET'S DISCOVER

Listening Comprehension.

Step 1

1. Listen to the conversation and identify the speakers.
2. Listen again and do the activities in your Activity Book.

LISTENING

You should identify the speakers.

GO TO Activity Book

Activity 1 (a+b)

Step 2

Here is the invitation Chris wrote to his friend John. Study it closely. Pay particular attention to :

1. the layout of the text.
2. the structure of the text.

REMEMBER

You'll be asked to write a similar invitation at the end of the lesson.

Invitation

Dear John,

We're giving a small party next Saturday evening for Imene, our Tunisian guest.

Please come and join us. Don't forget to bring your CDs

Chris

GO TO Activity Book

Activity 2

Step 3

People write lists of things so that they do not forget them. They write lists of :

- things they want to buy (shopping list).
- things they want to do.
- people they want to invite.
- places they want to visit.

Here is the list of things Mrs Brown wanted to do before the party :

- do the shopping
- rearrange the furniture in the living room
- decorate the living room
- put the soft drinks in the fridge
- buy Christine a new dress

GO TO Activity Book → Activity 3 (a+b+c)

LET'S COMMUNICATE

Do one of the following activities

You have the intention to invite your best friend for dinner :

1. Send him / her an invitation card.
2. Write a shopping list of the things you'll need for dinner.

Did you write your diary notes?

The party is on

LET'S GET READY

Match the pictures with the corresponding statements.

a- She is in the kitchen preparing refreshments.

b- They are sitting at a table eating dinner.

c- They are preparing food for the party.

d- They are sitting on the sofa chatting.

e- She is dancing with her friend.

f- She is having a fruit juice.

1

4

2

5

3

6

LET'S DISCOVER

Step 1 Read the text and try to **view the scene** and **feel the atmosphere** too.

View the scene and feel the atmosphere !

(1) It is Saturday evening, time for the party. Chris's and Christine's friends are all here, in the Browns' living room. Mrs Brown pushed the furrniture against the wall. This is why there is a large empty space in the middle of the room. The coloured balloons and the beautiful ribbons make the living room look different. It is much more beautiful than before.

(2) Everybody looks nice in their beautiful clothes. Everybody looks happy.They are all chatting warmly. They are all excited. The soft music is relaxing and the nice perfume fills the air...

(3) Chris walks up to the CD player and turns down the music. Everyone stops talking and looks at him. « Listen everybody », he says...

GO TO Activity Book → Activity 2 (a+b)

TIME FOR A SONG

Step 2

Listen to the song and answer the following questions.
a– Is it familiar to you ? **b**– Do you know the words ?

If you don't, here they are. Read them and if you don't understand a word, ask your teacher for the meaning.

REMEMBER

Asking for the meaning of a word

-What does' (word)' mean, please ?

Or

-What's the meaning of '(word)', please ?

LIONEL RICHIE LYRICS

"Say You, Say Me"

[Chorus :]
Say you, say me
Say it for always, that's the way it should be
Say you, say me
Say it together, naturally

I had a dream I had an awesome dream
People in the park playing games in the dark
And what they played was a masquerade
And from behind of walls of doubt a voice was crying out

[Chorus]

As we go down life's lonesome highway
Seems the hardest thing to do is to find a friend or two
A helping hand - some one who understands
That when you feel you've lost your way
You've got some one there to say I'll show you

[Chorus]

So you think you know the answers - oh no
'cause the whole world has got you dancing
That's right - I'm telling you
It's time to start believing - oh yes
Believing who you are - you are a shining star
[Chorus]

Step 3

Would you like to dance ?

During the party, a young man walked up to Imene and said :

- My name is John
- ' Pleased to meet you' said Imene.
- 'Would you like to dance ?' asked John.
- 'I'd love to' , answered Imene. 'Let's dance.'

After dancing together, John and Imene sat at a table near the window, sipping their drinks and chatting. Their conversation went like this :

John : You dance really well.
Imene : Thank you John. You too are good at dancing.
John : Thanks. Do all Tunisian teenagers dance like you ?
Imene : The majority love dancing. Some are too shy. They feel embarrassed to dance.
John : I think teenagers are the same everywhere.
Imene : Do you learn to dance at school ?
John : That's correct. I love dancing and take dancing classes at my school. My choreography teacher is very nice. At the end of every school year, my friends and I put on a nice show. Do you think it's bad for boys to dance ?
Imene : Not really. Boys can enjoy dancing the same way girls do.

GO TO Activity Book → Activity 3a

Step 4

Inviting someone to have / do something
Accepting / refusing the invitation

Inviting : Would you like ……..?
Accepting : I'd be happy to……..
Refusing : Sorry, I can't……..

Match the pictures with the corresponding invitations.

- Would you like to have dinner with me ?
- I'd love to. Thank you.

a

1

- Would you like to have juice Jack ?
- I'd love to.

b

2

- Would you like to come with me ?
- Sorry. I'm taking care of the child.

c

3

-Would you like to dance with me ?
-It's my pleasure.

d

5

- Would you like to go for a walk ?
- That'd be nice. Let's go.

e

4

- Would you like to have a coffee ?
- I'd be glad to.

f

6

GO TO Activity Book

Activity 3 (b+c)

LET'S COMMUNICATE

PROJECT WORK

In groups of 4

- Choose 4 English songs.
- Record them on a tape or CD.
- Exchange your tape or CD with another group.
- If you know the words of the songs, write them and attach them to the tape or CD.

Short of ideas ?
Visit the following site :
www.lyrics.com

LESSON 3 MODULE 3

Did you write your diary notes?

Having dinner with the Smiths

LET'S GET READY

Match the pictures with the corresponding statements.

a. Putting the plates, the spoons, the knives and the glasses on the table.

b. Putting the napkins near the plates.

c. Putting the dressing on the salad.

d. Putting the table cloth.

e. Roasting the meat.

f. Clearing the table.

g. Laying the table.

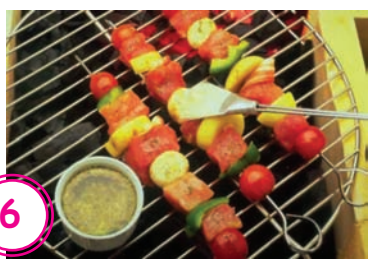
1

2

3

4

5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LET'S DISCOVER

Step 1

1. Read the beginning of the text and guess why Imene is nervous. Discuss your guesses with your neighbour.

When you read or listen to a text, try to guess what comes next and, when you read on, check your guess and make new guesses...

The Text

It's Sunday evening. Imene's getting ready to go to the Smiths for dinner. Chris and Christine are also invited. They're going with her.

Chris : You look very beautiful in this dress.
Imene : Thank you Chris. I'm a bit nervous, though.
Chris : Why are you nervous ?
Imene : .....

REMEMBER

When you are guessing, you are not sure. So, you should begin <u>your</u> statements like this :

Maybe Imene is....

Perhaps she doesn't...

GO TO Activity Book

Activity 1+2 (a+b+c)

Step 2

Describing People

He / She / The person looks / seems + adj.

Match the picture with the corresponding description.

1

She looks beautiful in her new dress.

He looks smart in his new suit.

3

They seem happy together.

2

They seem sad.

4

REMEMBER

Giving Instructions

Verb (without to) = things to do.

Do not (don't) +Verb (without to) = things not to do.

GO TO Activity Book

Activity 3

Step 3

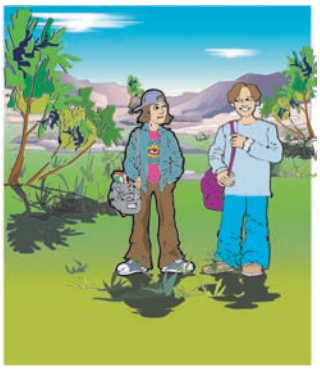
Mr Smith got tired of watching the news. He turned round to watch the kids. Then he said « It's great to have friends. It reminds me of a story dad once told me.» The kids stopped playing and asked Mr Smith to tell them the story.

READING

Here is the story, read it and imagine how it ended.

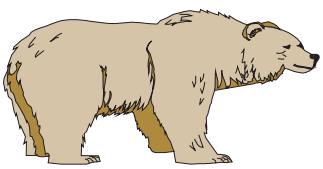
EPISODE 1

A friend in need is a friend indeed



(1) Two friends, Tim and Fred, planned to go for a walk in the forest. They packed their knapsacks, carried them on their shoulders and started out.

(2) They walked and walked until they were tired. So, they sat down to rest. Suddenly, they heard a noise. Then, they saw a big bear. They were frightened and started to run away. The big bear ran after them. He got nearer and nearer.



……

Guess what will happen :

1. Will the bear eat the boys ?
2. Will they escape ?
3. Will anyone come to save them ?

EPISODE 2

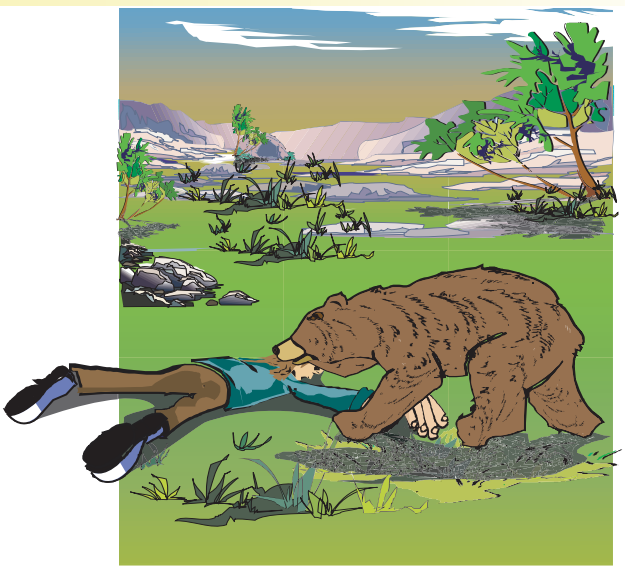
(1) Tim saw a low branch hanging from a tree. He quickly climbed on top of the tree. He didn't think about his friend Fred.

(2) Fred was not fast. He could not climb the tree.

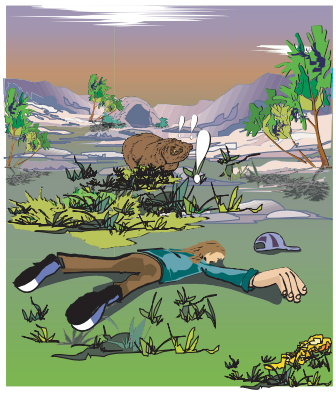
The bear was right behind him. Fred was very frightened now. He fell on the ground. The bear found him face down on the ground, not breathing.

Guess what will happen to Fred :

1. Will the bear eat him ?
2. Will the bear go away ?
3. Will his friend Tim help him ?



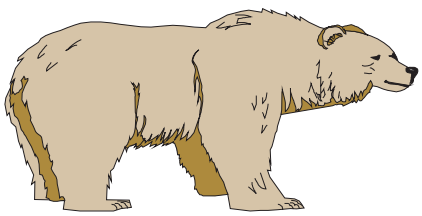
EPISODE 3



The bear put his nose near Fred's ear then he sniffed and sniffed. He wanted to know whether Fred was dead or not. Then, he finally stopped sniffing.

The bear decided that Fred was dead. Bears do not touch dead meat. So, he went away.

When the bear disappeared in the forest, Tim slowly climbed down the tree. He went to Fred and asked him : « What did Master Bear tell you ? » Fred was angry. He looked at Tim and said : « ..... »



Can you guess what the bear told Fred ?

LET'S COMMUNICATE

Write the ending of the story.

GO TO Activity Book → Activity 3 (b+c)